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CHAMBERS'S

Graduated Readers.

Book I.

W. & R. CHAMBERS,
LONDON AND EDINBURGH.

1882.

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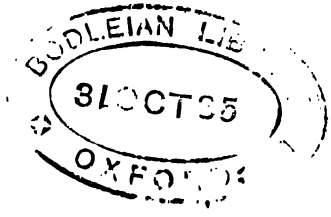

Edinburgh:
Printed by W. and R. Chambers.

Preface.

THIS little Book aims at variety of subject, clearness of expression, and simplicity and regularity in the form of the words employed.

It is hoped that the contents and method of the book are suited to the needs and wants of young children. Great care has been taken in the graduation and in the selection of the subjects and the kind of information given; and dialogue has been introduced here and there.

The columns at the head of each lesson—which can be used as exercises both in spelling and in correct pronunciation—will, it is hoped, be found of great use. The tables of common words at the end, which have been drawn up on the principle of association, can be employed as lessons in spelling, and also for other purposes.

The word exercises have been made so simple that they can easily be done by a child of average ability; while they will always provide him with agreeable occupation.

The sentences—in *script*—for writing have been selected so as to give practice in the more difficult combinations of letters; and all the capital letters have been gradually introduced.

The unusually wide spacings which occur throughout the poetry are for the purpose of indicating the pauses to be made by the reader between each group of words.

EDINBURGH, *January* 1882.

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CHAMBERS'S
GRADUATED READERS.
BOOK I.

A DAY AT THE FARM.

Farm'-yard	**Kiss'-ing**	**Com'-ing**	**Lad'-der**
Milked	**Strok'-ing**	**Go'-ing**	**Hal-lo'!**
House	**Bee'-hive**	**Hon'-ey**	**Field**

Cow'-shed, a house where cows are kept.

Barn, a house where corn and hay are kept.

1. We are just in time to see the cows go into the farm-yard. Will has let down the

bars; and the cows are making their way into the cow-shed. They are going to be milked.

2. Now let us go and look at the horses. They are in a field at the back of the house.

3. See! there is the old white mare with her foal. She is kissing and stroking it; and they are both very fond of each other.

4. Now we can go and take a look at the bees. The bee-hives are in the garden; and bees keep coming to the hives and going away from them.

5. Those that come in bring honey and wax; those that fly away are going to look for more.

6. But see! Now it is going to rain. So we had better run into the barn. Let us go up this ladder and get among the hay.

7. Hallo! Here is a nest! What a noise the hen makes as she flies away!

There are five eggs in it. Just come up and look!

8. Mary has a pet lamb, which she keeps in a field on the other side of the farm-house. She is very fond of her lamb; and her lamb trots about after her.

EXERCISES.—1. Write this line:

2. Write down the names of all the things you see in the pictures in this lesson.

3. Pronounce and write:

Strike, stroke	**Milk, milch-cow**
Rain, rainy	**Five, fifty**

4. Copy in writing the last sentence in the lesson.

LOOK AND LISTEN AND THINK.

Re-peat', say over and over again.

1. Two ears, one mouth: heed this, I pray—
Much should we hear, but little say.

2. Two eyes, one mouth: O, mark this well—
Use both your eyes; but little tell.

3. Two hands, one mouth: this oft repeat—
Two hands for work, one mouth to eat.

MY TEN FRIENDS.

Friends	**Mas'-ter**	**Count**	**Thumbs**
La'-zy	**Half**	**Fin'-gers**	**Grum'-ble**
Yawn	**Ma'-ny**	**Looked**	**Oth'ers**

1. 'I wish I had some good friends to help me on in life!' cried lazy Jack, with a yawn.

2. 'Good friends! why, you have ten!' said his master.

3. 'I am sure I have not half so many, and those I have are too poor to help me.'

4. 'Count your fingers, my boy,' said his master. Jack looked down on his big strong hands.

5. 'Count thumbs and all,' added the master.

6. 'I have—there are ten,' said the lad.

7. 'Then never say you have not ten good friends, able to help you on in life. Try what they can do for you, before you grumble and fret because you do not get help from others.'

EXERCISES.—1. Write this line:

2. Pronounce and write:

Live,	**life**	**Fret,**	**fretful**
Any,	**many**	**Ten,**	**tenth**

3. Write down the different names of the five fingers.

4. Write the words: *Thumb, crumb, numb, lamb, limb, comb, dumb,* and *climb;* and put a short stroke under the letters that are not sounded.

GOOD-BYE!

Bird'-ie	**Love'-ly**	**Quick'-ly**	**Car'-ried**
Mer'-ry	**Fing'-er**	**For-get'**	**Oth'-er**
Good-bye'	**Shake**	**Wher-ev'-er**	**Blue**

1. Fly away, little birdie!
Fly to the sky!

And sing as you pass me
A merry good-bye.

2.

I 'd like to go with you
If I could fly;
It must be so lovely
Up in the sky!

3.

Why, little birdie,
Why don't you go?
You sit on my finger
And shake your head,
'No!'

4.

He 's off! Oh, how quickly
And gladly he rose!
He will not forget me
Wherever he goes.

5.

For one day I found him
Hurt, by the cat Tom;
I took him and kissed him,
And carried him home.

6.

But, now he is better,
Away must he fly,
To play with the other birds
In the blue sky!

EXERCISES.—1. Write this line:

2. Pronounce and write:

Sky, skies	Find, found
Fly, flies	Bind, bound

3. Copy the last verse.

THE THREE BOYS—I.

Quite	School	Moth'-er	Wheels
Oth'-er	Thought	Branch'-es	Rab'-bits
Hol'-i-day	Gath'-er	Brought	Fun'-ny

1. There were once three boys, who lived quite near each other. Their names were John, Dick, and Harry. One day they got a holiday from school, but did not quite know how to spend the time.

2. At first they thought of going to the woods, which stood on the sides of the hills not far off, to gather nuts. This would have been great fun.

3. But John's mother came out and asked him to go and gather some wood for the fire.

The wood was bits of stick, which John found in the lanes, under the branches of the great trees.

4. So John brought out his little cart—the cart on wheels that his father made for

him last year. And he called his little friend Bob—the dog that always went with him, and ran barking beside him as he drew the little cart.

5. Now it came into Dick's head that this was the very time to look after his rabbits. He had six—big fat rabbits, with long long ears, and funny ways.

6. So Dick went into the garden, and got a lot of leaves—and fed the rabbits

with them. The rabbits ate out of his

hand; and they jumped over each other, and raced round, and sprang up, and rolled about, and did all kinds of odd things.

EXERCISES.—1. Write this line:

Dick fed rabbits

2. Pronounce and write:

One,	**once**	**Think,**	**thought**
Three,	**third**	**Bring,**	**brought**
Would,	**wood**	**Seek,**	**sought**

3. Write down the names of all the persons and animals in the above lesson.

4. Copy the sentence beginning: 'He had six—'

THE THREE BOYS—II.

Stream	Piece	Mid'-dle	Caught
On'-ly	Cheese	Min'-ute	Trout
Ha'-zel	Pock'-et	An-oth'-er	Hap'-py
Rough	Shoes	Birch	Cleaned
Hand'-y	Stock'-ings	Twig	Hutch

Bait, that which is put on a hook for the fish to bite at.

Hutch, a little house for rabbits.

1. Harry did not want to stay at home. He must be off to the hills, to a stream he knew—a stream full of trout.

2. So he went and got his little rod, his line, his hooks, and some worms for bait. His rod was not a big one; it was only a branch of hazel. But, though very rough, it was strong and handy.

3. He went off to the hills, and took some bread and butter and a piece

of cheese in his pocket. When he got to the brook, he took off his shoes and stockings, and waded into the very middle.

4. Soon he feels a tug at his line! Up goes the rod, out comes the line, and a trout flies through the air on to the bank! Then, a minute or two after, another; and then another!

5. He cut a small branch off a birch-tree, with a twig at the end: and on this he put the trout he had caught.

6. And when he got home, he had a fine dish of trout for his father's and mother's supper; and Harry, though tired, felt very happy.

7. So these three boys spent their holiday each of them in his own way; and all of them were quite happy.

8. John and his dog brought home lots of sticks; Dick fed his rabbits and cleaned out their hutch; and Harry had a long day among the trout.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Strong, strength	**Fly, flight**
Long, length	**Tie, tight**
Fun, funny	**Sun, sunny**

3. Write down the names of all the things that are needed for fishing.

4. Copy the first sentence in 6.

THE THREE DOGS.

(VERSE PRINTED AS PROSE.)

Lit'-tle	**Queer**	**Oth'-ers**
Look'-ing	**O'-pened**	**Guess**
An-oth'-er	**Tail**	**Broth'-ers**

1. What do I see? Little dogs three! Ho! ho! ho! Three dogs in a row!

Two dogs are white, not so the other; and all the three are looking for another.

2. Ha! ha! ha! Who ever did see such queer little dogs as these dogs three? The dog not in sight, which we call *the other*, these funny wee dogs call their own *mother*.

3. They look very wise; though it's not long since they opened their eyes. One has a tail, so have the others—as one might guess of three dog-brothers.

THE FRIENDLY DRAKE.

Wint'-er	**Odd'-est**	**Pain**	**Edg'-es**
Ice	**Try'-ing**	**Heard**	**To-geth'-er**
A-cross'	**Caught**	**Struck**	**Snow'-clad**

Snow'-clad, covered with snow, as if it were a white dress.

1. Once upon a time, at the end of a long hard winter, there came a thaw; and the ice on a pond began to break up. It was full of long cracks here and there, that ran across each other in and out—in the oddest way.

2. A wild duck flew down upon the ice, and was trying to walk on it, when her leg was caught in one of the cracks. When she found that she could not pull her foot out, she set up a loud cry of pain and fear.

3. Very soon the sound of wings was heard in the air; and a big drake came flying along to the help of the duck.

4. The ice at that place was not very thick; and he struck the edges of it with his bill with all his might, and soon broke away so much, that the duck was able to pull out her foot.

5. A happy noise of 'Quack! quack! quack!' came from the bills of both; and the duck and drake rose together into the winter sky, and flew far away over the snow-clad woods.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Run, race	**Winter, wintry**
Strike, stroke	**Snow, snowy**

3. Write down the names of all the things you can see during a hard frost.

4. Copy the first sentence in the lesson.

THE HONEY-BEE.

Ear'-ly	**Hon'-ey**	**Gar'-dens**	**Hap'-py**
Morn'-ing	**Be-neath'**	**Bees'-wax**	**Sun'-shine**
Gath'-ers	**A-gain'**	**Win'-ter**	**Dear'-ly**
Flow'-er	**Night**	**Su'-gar**	**A-way'**

Cells, small six-cornered and six-sided boxes, made of wax, in which honey is stored up.

Thrive, get on and be happy.

Be-neath', under.

1. The bee rises very early in the morning, and sets out from his hive for his work. He gathers honey, and works hard at it.

2. He flies from flower to flower, and finds a little honey in nearly every one. This honey he puts in the crop or honey-

bag beneath his body; and, when this bag is full, off he flies again to the hive.

3. In the night, and when it is cold, the bees keep in the hive. When the sun shines, and the air is warm, they fly away over the fields and into the gardens.

4. They not only get honey from the flowers, they get wax also; and with this wax they make the little cells in which they store up the honey. This wax is called beeswax.

5. The honey which they store up is for food through the long winter. If this food is taken from them, they die. But some people take the honey from them, and give them sugar and water in place of it.

6. 'Honey-bee, honey-bee, why do you hum?'—
'I am so happy summer has come.
Summer and sunshine dearly I love;
Bright flowers around me, bright skies above.

7. 'I'm always busy, while summer is sunny,
To lay up for winter a store of sweet honey.'—
'Fly away, honey-bee, home to your hive;
Work away, work away; and you *must* thrive.'

EXERCISES.—1. Write this line:

2. Pronounce and write:

Food, feed	**Rise, rose**
Long, length	**Shine, shone**
Broad, breadth	**Sun, sunshine**

3. Write down the names of the following things: (1) Where bees live. (2) What they visit. (3) What they gather. (4) What they make of it.

4. Copy the first sentence in the lesson.

THE KITE.

Cord	**Fright**	**Fixed**	**Straight**
Clouds	**Main**	**Sol'-id**	**An'-swer**
A-mong	**Might**	**Fli'-er**	**Wind'-ing**
Tight	**Stead'-i-ly**	**Nigh'-er**	**Laugh'-ing**

Nigh'-er, nearer. | **Wind'-ing**, coiling it up on the stick.

1. Willy will try his kite to fly
Up in the sky—ever so high.

The wind blows hard; but the cord is strong,
And soon it will sail the clouds among.

2. Feel! it pulls tight! Don't be in a fright!
Hold on with all your main and might!
Steadily stand—hand over hand,
And feet firm fixed on the solid land.

3. See! what a flier! higher and higher;

To the bright white clouds it gets nigher and nigher!
And its tail so strong, so gay, and so long,
Keeps it straight and steady, and always ready

To answer the string, when we want to bring
The kite down from the sky, where it flew so high.

4. And now we must go! Pull it in slow,
Winding the string—so—and—so!
We may say *Well done!* It is very good fun
To fly a kite in the lovely light
Of the laughing face of the broad bright sun!

EXERCISES.—1. Write this line:

2. Pronounce and write:

Fear, fright	**Strong, strength**
Slow, sloth	**Long, length**

3. Copy the first two lines of the lesson.

BROTHER AND SISTER.

Month	Hand'-ful	Piece	Sink'-ing
June	Cher'-ries	Nice	Ros'-y
Gath'-er	Jumped	Looked	Helped
Flow'-ers	Barked	Ros'-es	Ver'-y
Bask'-et	Seemed	Dai'-sies	Hap'-py

1. One fine day in the month of June, Tom and Lucy went up the hill to gather flowers. They took a basket with them; and their mother put in it some bread and butter, and a handful of cherries.

2. Just as they were going to start, their little dog Tray ran up to them, jumped and barked and ran about, and seemed to beg to go with them. And very glad they were to take him.

3. When they had got pretty far up, they sat down, took out the bread and butter; and Lucy gave one piece to Tom, and ate the

other herself. Then they ate the cherries one after another; and very nice they were.

4. After this little dinner, they set to work and looked all about them for flowers. They gathered wild roses, and daisies, and king-cups, and many other pretty flowers.

5. At last, they saw that the sun was sinking in the rosy west; and they knew that it was time to go back home.

6. Their basket was full of flowers, which they gave to their mother. Their mother was very glad to see them, and the flowers.

7. Tom and Lucy helped her to put them in pots, and the whole house was made quite gay with them. And when Tom and Lucy, who both looked very sleepy, went to bed, they felt they had spent a very happy day.

EXERCISES.—1. Write this line:

2. Pronounce and write:

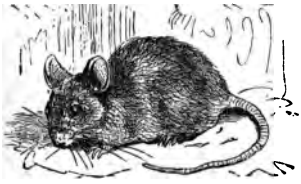
Daisy, daisies	**Moon, month**
Warm, warmth	**Cherry, cherries**

3. Write down the names of six flowers that you know.

4. Copy the last sentence in the lesson.

THE NICE HOUSE.

Mouse	Bod'-y	Tab'-le	A-gain'
Some'-thing	Room	Run'-ning	Fierce
Hon'-ey	Peo'-ple	Toast'-ed	Should
Piece	Crumbs	Cheese	Learn



1. Once upon a time, a young mouse lived in a press where many nice things were kept. Every day she had something good to eat—some bread and jam—some honey—or a piece of nice cake.

2. She would now and then put her head out, and then her whole body, and run across the room, while the people of the house were at supper. And now and then she would stop and pick up a few crumbs that fell from the table.

3. One day she came running up to her mother in great glee. 'O Mother!' she said, 'our good kind friends here have made me a nice house to live in. I am sure it is for me; the door is just my size.

4. 'The cat could never get in; that I am

quite sure of. Then they have put in it a piece of toasted cheese. O how nice it does smell!

5. 'I should have gone in at once; but I thought I had better run and tell you first. Now we can both go and live in it, for it will hold us both, and we shall be happy ever after.'

6. 'A nice house it is indeed,' said the mother—'a very nice house. Just the right size and all that sort of thing.

7. 'But know, my dear child, the name of that nice little snug house you saw is—a **trap**! If you had once gone in, you would never have come out again—never, never, never!

8. 'A cat is very fierce; and a man looks very kind. But the cat has only one way of killing us; a man has a hundred ways.

9. 'I am glad you came to tell me. The young should always come and learn of the old. This world is not an easy place to

live in, unless you keep your eyes open and also think about what you see.'

EXERCISES.—1. Write this line:

2. Pronounce and write:

Cat,	**kitten**	**Sup,**	**supper**
Cock,	**chicken**	**Dine,**	**dinner**

3. Write down the names of six four-footed animals you know.

4. Copy the last sentence in 2.

THE STAR.

Twink'-le	**Di'-a-mond**	**Tin'-y**
Lit'-tle	**Blaz'-ing**	**Wind'-ow**
Wond'-er	**Noth'-ing**	**Eye**
A-bove'	**Trav'-el-ler**	**Though**

Di'-a-mond, the brightest and hardest stone in the world.

1. Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

2. When the blazing sun is gone,
When he nothing shines upon,

Then you show your little light,
Twinkle, twinkle, all the night!

3. Then the traveller in the dark,
Thanks you for your tiny spark!
He could not see which way to go,
If you did not twinkle so.

4. In the dark blue sky you keep,
And often through my window peep,
For you never shut your eye
Till the sun is in the sky.

5. As your bright and tiny spark
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star!

EXERCISES.—1. Write this line:

2. Write the names of six kinds of light you know—as *star-light, sun-light, gas-light*, etc.

3. Pronounce and write:

Blaze,	**blazing**	**Travel,**	**traveller**
No,	**nothing**	**Shut,**	**shutter**

4. Copy the first verse.

JOHN AND MARY BELL.

School	**Pluck**	**Car'-ried**	**Worked**
Coun'-try	**Bunch'-es**	**Satch'-el**	**Wav'-ing**
Break'-fast	**Nose'-gays**	**I'-dle**	**Glad'-ly**
Hedg'-es	**Teach'-er**	**Wrong**	**Chas'-ing**

Satch'-el, a small sack or bag for books.

1. John Bell and his sister, Mary Bell, went to a small school in the country. They were both good children, and loved

their father and mother and brothers and sisters and Teacher. And all who knew them loved them too.

2. They rose up quickly and gladly in the morning, washed and dressed quickly, and took their breakfast. Then hand-in-hand they set off for school.

3. The way to school led through green lanes, with trees on both sides, and with flowers growing here and there on the banks and at the foot of the hedges.

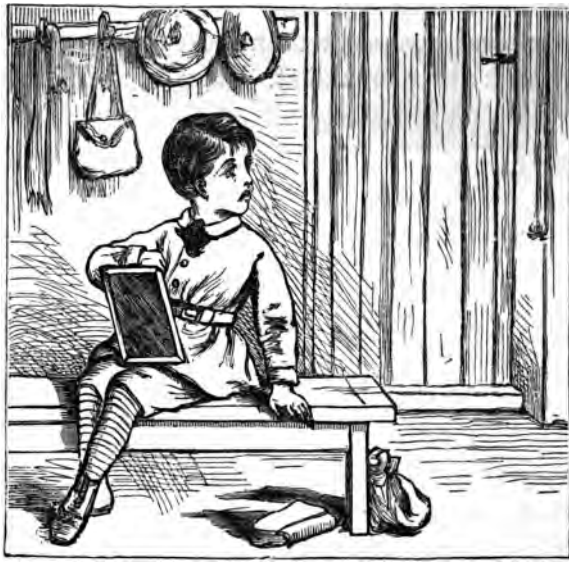
4. Now and then they stopped to pluck the flowers; and they made these into pretty bunches—or nosegays, to place on the Teacher's desk.

5. When they got into school, John took a seat near the door; but Mary passed on to a place at the other end of the room. Mary carried a satchel with her books in it—and also some lunch for them to eat at play-time.

6. One day John had been idle and slow with his sums. A good many of them, too, were wrong.

7. So John had to stay in until he had worked his sums over again. He worked

and worked; but every now and then he looked up at the blue sky, and at the green trees waving in the wind.



8. Oh how gladly he would have been out! He longed to be in the open air, in the fields, under the trees, with his sister Mary, plucking flowers, chasing bees, hearing the lark, watching the fish in the clear still pool.

9. But he must go on with his work. Let us hope it will soon be done, and that

his Teacher will let him go. Then he can run after his little sister Mary all the way home!

EXERCISES.—1. Write this line:

Pronounce and write:

School,	**scholar**	**Sack,**	**satchel**
Bank,	**banker**	**Pouch,**	**pocket**
Carry,	**carrier**	**Home,**	**hamlet**

3. Copy the last sentence in the lesson.

THE WIND.

Boughs	**Cru'-el**	**Coun'-try**	**Up'-wards**
Rais'-es	**Help'-ful**	**Val'-ley**	**Plain'-ly**
Some'-times	**Push'-es**	**Height**	**Whith'-er**
Ves'-sel	**Wind'-mills**	**Flight**	**Knows**

1. The wind blows and shakes the boughs of the trees, tosses the dead leaves about, sweeps over the sea and raises it into waves. Sometimes it drives a poor vessel upon the rocks. But it is not always cruel.

2. It is most often kind and helpful. For it pushes ships along the top of the

water, drives wind-mills, and dries the corn after it has been wet by the rain.

3. When the wind blows from the north, we call it a north wind; when it blows from the south, it is a south wind. When it blows from the east, it is an east wind; and when it blows from the west, it is a west wind.

4. The north and east winds are cold in most parts of our country; the south and west winds are warm.

5. Which way does the wind blow, and where does it go?
It rides o'er the water and over the snow.

6. O'er wood and o'er valley, and over the height
Which no one can climb to, it takes its quick flight.

7. It rages and tosses the boughs of the tree;
As, when you look upwards, you plainly may see.

8. But where it comes from, or whither it goes,
There 's no one can tell you, there 's no one that knows.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Blow,	**blast**	**Tell,**	**tale**
Flow,	**flood**	**Sell,**	**sale**

3. Write down all the names of things that the wind sometimes shakes.

4. Copy the last sentence in 3.

THE RIVER.

Streams	Brawls	Boats	Spreads
Join	Vil'-lage	Built	Fields
An-oth'-er	Un-til'	Bridge	Coun'-try
Big'-ger	Reach'-es	A-cross'	Car'-ried
Foams	Sal'-mon	Thames	Steam'-ships

Brawls, makes a noise.
Thames, the great river on which London stands.
Mouth (of a river), the place where it falls into the sea.

1. The rain falls on the sides of the hills and runs down in small streams. These small streams meet and join, and make one larger stream.

2. This stream meets another stream from another set of hills; and so a bigger

stream is made. This brook or stream foams and brawls, as it rolls along over the rocks and stones, and past the woods that stand on its banks.

3. Then this brook joins with many other brooks, and makes a river; and this river flows on and on, down, down—past many a village—past a small town—past a bigger town—and so on, until at last it reaches the sea.

4. The brooks and the smaller streams are the homes of many little fishes. Big fish, like salmon and pike, are found in the larger rivers. Many boats and ships go up and down the large river.

5. When a river flows through a large town, a bridge is built across it, to let people go from one bank to the other. Across the Thames there are many bridges—of stone, of iron, and even of wood.

6. When a great deal of rain falls, the water of the river spreads beyond its banks; the fields are under water; and the whole country looks like a wide sea. Then the hay or the corn is carried off; and the farmer's heart is sad.

7. Rivers grow broader and broader as they near the sea; and the banks close to their mouths are often low and flat. Steamships sail down from the town, and make their way to the sea; and, when they reach it, they steam across till they reach some large town in a far-off land.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Roll,	**rill**	**Any,**	**many**
Break,	**brook**	**Ship,**	**skipper**

3. Write down the names of all the things you know about a river.

4. Copy the last sentence in 4.

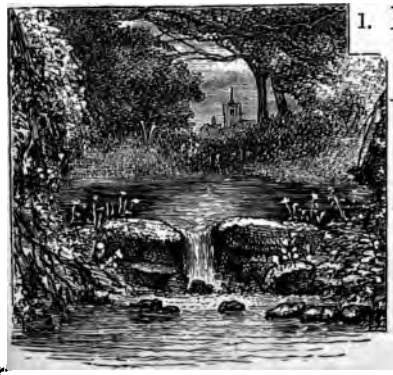
5. Write the words *Salmon*, *walk*, *half*, *calf*, *talk*, and *stalk*; and put a short stroke under the letters that are not sounded.

THE BROOK.

Mo'-ment	**Peb'-bles**	**Wa'-ter-ing**	**Neith'-er**
Mur'-mur	**De-light'**	**Waves**	**Some'-times**
Washed	**Field**	**Chil'-dren**	**What-e'er'**

Mur'-mur, make a low sound.
De-light', great happiness.
Dale, a valley.
Rove, wander.
Ti'-ny, very small.
Glide, flow on smoothly.

BOY—



1. Little stream, a moment stay,
And tell me what it is you say
As you murmur on your way?
Swift and clear and bright and strong,

You sing such a pretty song
To the flowers you flow among.

STREAM—

2. I have washed the pebbles bright,
For I flow both day and night,
While I give and take delight.

Through dale and wood and field I rove,
Watering the plants I love,
Singing with the larks above.

3. Little children play beside
The tiny waves that past them glide,
For I 'm neither deep nor wide.

Sometimes they stop beside my brink
In my waters clear to drink,
None so sweet as mine—they think.

BOY—

4. Stream, I want to be like you—
Always glad, whate'er I do—
Always kind and clear and true.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Stream,	**streamlet**	**Sing,**	**song**
Brook,	**brooklet**	**Deep,**	**depth**
My,	**mine**	**Wide,**	**width**

3. Write down the names of all the things that are in or near a brook.

4. Copy the first sentence in 3.

THE HEN AND HER CHICKENS.

Chick'-ens	Found	Hud'-dled	Sing'-le
Mer'-ry	Mid'-dle	Crowd	A-cross'
Seeds	Eas'-y	A-fraid'	Walked
Per-haps'	Big'-gest	Wings	Slow'-ly
There	Clucked	Whole	Fam'-i-ly

Clucked, called as a hen calls.

Hud'-dled, squeezed close up together.

1. There was once a big white hen that had twelve little chickens. The mother and her family lived in a little house in the farm-yard. They were all strong bright merry little things.

2. One day the hen took them down to a little brook; and they ran about on the banks, and looked for seeds.

3. The old hen thought she would like to take her children across the brook; perhaps they would find more seeds there.

4. So she found a place where there were large stones in the middle of the brook; and she thought it would be quite easy for them

to cross. So she jumped on the biggest stone, and clucked to the little ones to come after her.

5. But they huddled together in a crowd, and were afraid to go. Only one brave little chick, whose name was Chips, flapped his wings, and looked as big as if he could fly over the whole brook at once.

6. But he did not. He got no farther than the others. And not a single one of them got across.

7. So the old hen thought she had better go back. For, if any one of them had fallen into the water, it would have been very hard for her to get it out again.

8. So she thought better of it, jumped back to the bank, turned her tail upon the brook, and walked slowly home at the head of her large small family.

EXERCISES.—1. Write this line:

Chips looked brave

2. Pronounce and write:

Merry, mirth	**Cross, across**
Slow, sloth	**Live, alive**

Big, bigger, biggest

3. Write down the names of the things in a farm-yard.
4. Copy in writing the first sentence in the lesson.

THE DOG AND THE SHADOW.

Clear	**Stream**	**Bridge**	**Chanced**
Crys'-tal	**Snatched**	**Crossed**	**Carr'-y-ing**
Im'-age	**Nar'-row**	**Beef**	**Din'-ner**

1. A dog was crossing a little brook with a piece of meat in his mouth. The waters of the brook were as clear as crystal; and the dog saw his own image in the clear waters below.

2. He thought it was another dog, who also had a piece of meat in his mouth. He snapped at the other piece of meat; but, in doing so, his own fell into the stream, and was lost.

3. Greedy dog! he snatched at what he knew to belong to others, and lost his own.

4. A narrow bridge from bank to bank
Lay right across a brook;
A dog, that crossed with beef in mouth,
Chanced in the stream to look.

5. Lo there! as large as life itself,
He saw a piece of meat
Held by just such another dog,
Carrying it off to eat.

6. 'Ha! ha!' the dog said to himself,
'I 'll have that beef as well.'
He snatched at it; but in the brook
His own good dinner fell.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Do,	**deed**	**Other,**	**another**
Sow,	**seed**	**Other,**	**brother**
See,	**saw**	**Think,**	**thought**

3. Write down the names of the things in the above story.
4. Copy the first sentence in the lesson.

WHAT BEASTS EAT.

Eggs	**Li'-ons**	**Chase**	**Grass-eat'-ers**
Corn	**Ti'-gers**	**Beasts**	**Hoofs**
Flesh-eat'-ers	**Wolf**	**Teeth**	**Claws**

1. The cat that lives with us in our homes will eat fish and beef and bread, and will lap milk. But, when the cat is wild, he eats birds and mice and rats and eggs; but he does not care for milk or bread or corn.

Head of Tiger.

2. That is, he is a flesh-eater. Lions and tigers are flesh-eaters; and in fact, a tiger is only a big cat, and a cat is only a small kind of tiger.

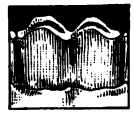
3. The dog and the wolf are also flesh-eaters. The wolf has to chase and hunt down his food for himself.

4. The wolf kills lambs, hens, ducks, and all kinds of beasts and birds he can get at. The wolf is a kind of wild dog; and his teeth are of much the same shape as the teeth of a dog.

5. Cows and horses, sheep and lambs eat grass. Their teeth are not made for tearing, like the teeth of cats and dogs.

6. The teeth of flesh-eaters must be sharp, to cut and tear the flesh they eat. But grass-eaters have teeth broad at the top for grinding with; they grind and mash, but they do not tear and cut.

Tooth of a Flesh-eating Animal.



Tooth of a Grass-eating Animal.

7. Most grass-eaters have horns; but flesh-eaters never have horns. The grass-eaters have also hoofs; the flesh-eaters have claws.

EXERCISES.—1. Write this line:

Lions eat flesh

2. Pronounce and write:

Live,	**life**	**Wolf,**	**wolves**
Strive,	**strife**	**Calf,**	**calves**

3. Write down the names of things that *cats*, *dogs*, and *wolves* eat.

4. Copy the last sentence in the lesson.

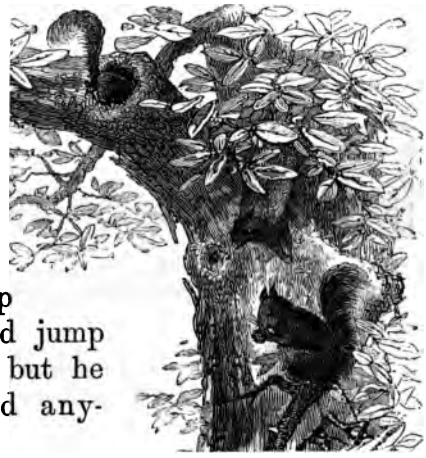
HOW BIRDS AND BEASTS MOVE—I.

Monk'-ey	Fore'-paws	Beasts
An'-y-thing	Claws	Ti'-gers
Squir'-rels	Sheaths	Part'-ed

Beasts of prey, beasts that kill and eat other beasts. | **Sheaths,** cases into which swords or claws are put.

1. A child has two hands and two feet. A monkey has four hands; and he walks upon all of them.

2. A child can take hold of things, can write and draw, and do all kinds of work with his hands.



3. With his feet he can walk and run and hop and skip and jump and dance; but he cannot hold anything.

4. Squirrels use their fore-paws to hold nuts with; and they can sit up on their hind-legs.

5. Beasts of prey can hold things with their feet. They have sharp claws, in hard, bony sheaths, with which they tear the flesh of the beasts they eat.

6. Lions and tigers have strong sharp claws; and so have dogs and cats.

7. But the cow, the horse, the sheep, and the deer eat only grass and plants, and do not need to hold anything with their feet.

8. They have only hard hoofs to walk on. The hoofs of the cow, the sheep, and the deer are parted in the middle.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Two,	**twice**	**Two,**	**twenty**
Three,	**thrice**	**Four,**	**forty**

3. Write down the names of the animals in the above lesson.

4. Copy the last sentence.

HOW BIRDS AND BEASTS MOVE—II.

Branch'-es	**Point'-ed**	**Goose**	**Guides**
Her'-ons	**Speed**	**Oars**	**Rud'-der**
Heav'-i-ly	**Swim**	**Wad'-dle**	**Neith'er**
Swal'-lows	**Swan**	**Clum'-sy**	**Crawl**

Ta'-per, go off to a point.

Webbed, with webs between the toes.

1. Birds have feet to walk on; and many of them can hold fast with their feet to the branches of trees. Then they have also wings to fly in the air with.

2. Herons have large broad wings, which they flap very heavily; swallows and swifts have long pointed wings, and sail or dart through the air with great speed.

Swifts.

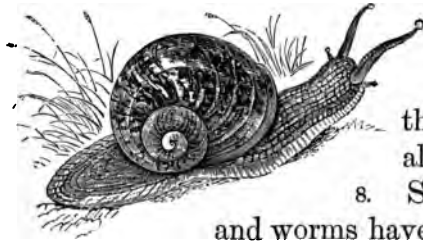
3. The crane, the heron, and the stork have very long legs; for they wade in the water, and live on fish, frogs, and grubs. Birds with long legs have also long necks, to help them to get at their food.

4. Birds that swim, like the swan, the goose, and the duck, have webbed feet. A thin skin or web joins their toes; and this helps them to use their feet as oars.

5. But birds with webbed feet walk very badly on the ground; they waddle along in a clumsy way.

6. Fish move themselves along in the water with their fins and tail. The tail also guides them; and thus it is a kind of helm or rudder.

7. Their heads are pointed; and their bodies taper away to the tail, so that they may swim all the faster.



Snail.

8. Snails, slugs, and worms have neither legs, nor wings, nor fins. They can neither walk nor fly. They can only crawl.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Air,	**airy**	**Goose,**	**geese**
Wind,	**windy**	**Foot,**	**feet**
Join,	**joint**	**Long,**	**length**

3. Write down the names of all the birds in the lesson.
4. Copy the last sentence.

THE RAILWAY TRAIN.

Rail'-way	**A-gain'**	**Rough**	**Sto'-ker**
Train	**En'-gine**	**Riv'-ers**	**Dri'-ver**
Climb	**Rum'-bles**	**Val'-leys**	**Rail'-road**
Fence	**Wrong**	**Tun'-nels**	**Through-out**
Whis'-tle	**Sing'-ing**	**But'-ton**	**Doubt**

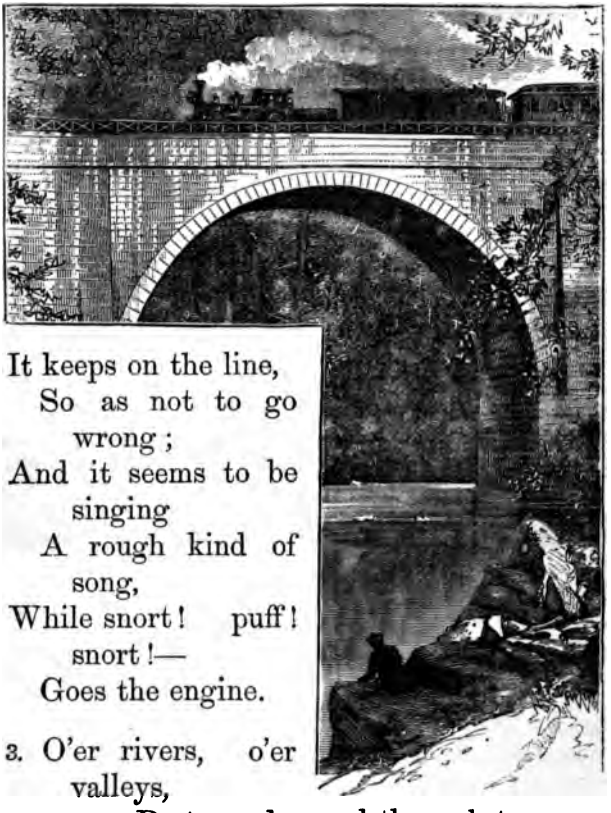
Sto'ker, the man who feeds the engine with coal.

Tun'-nel, a road bored through a hill or mountain.

Downs, low hills.

1. Look! just look!
The railway train!
If you climb on the fence,
You can see it quite plain;
And there goes the whistle!
I hear it again,
While puff! snort! puff!—
Goes the engine.

2. It rumbles, and grumbles,
And tumbles along;



It keeps on the line,
So as not to go wrong;
And it seems to be singing
A rough kind of song,
While snort! puff! snort!—
Goes the engine.

3. O'er rivers, o'er valleys,
Past woods and through towns,
Through tunnels it rushes,
Beneath grassy downs;
And it cares not a button
For smiles or for frowns,

While puff! snort! puff!—
Goes the engine.

4. The stoker brings coal,
And the driver looks out;
He must know that the railroad
Is quite clear throughout;
And then on he rattles
Without any doubt,
While snort! puff! snort!—
Goes the engine.

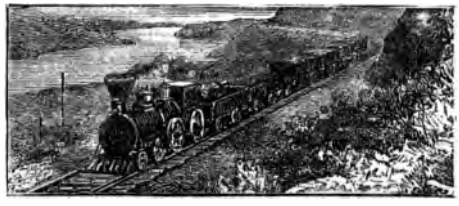
EXERCISES.—1. Write this line:

2. Pronounce and write:

Snore,	**snort**	**Ding,**	**dong**
Sing,	**song**	**Grow,**	**grass**

3. Write down all the names of things you know that are about a railway train.

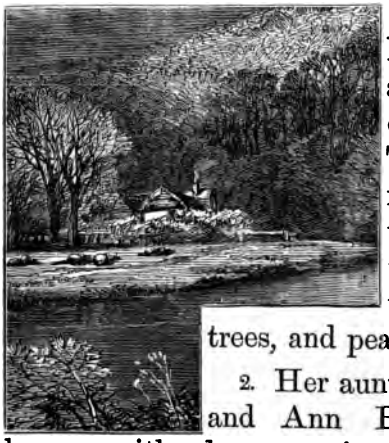
4. Copy the first six lines of the first verse.



TEA IN THE GARDEN.

Aunt	Fields	Chick'-ens	Qui'-et
Cot'-tage	Mak'-ing	Duck'-lings	But'-ter-flies
Cher'-ry	Dai'-sy	Picked	Laughed
Ap'-ple	Chains	Ba'-sin	Romped
Pear	Tur'-keys	Sauc'-ers	Eve'-ning

Wa'-ter-butt, the barrel placed beside a house to catch the rain-water.



1. Ann Bird lived with her aunt in a little cottage in Kent. Trees grew all round the cottage — cherry-trees, plum-trees, apple-trees, and pear-trees.

2. Her aunt was very kind, and Ann Bird was very happy with her—running about in the garden and in the fields, making daisy chains, or helping her aunt to keep the house neat and clean.

3. Not far off lived young Tom Brown, who was a very nice little boy, about the

same age as Ann. He was the son of a farmer; and his father had horses and cows, and sheep, and hens and ducks and turkeys.

4. Ann was never tired of looking at the hens and ducks—and at the chickens and ducklings which ran about and picked up grains and seeds here and there. Tom was always glad to show her round the farm-yard.

5. Tom was so kind and nice, that her

aunt told Ann one day that she might ask Tom to come to tea. They were to have tea in the garden.

6. So Tom came. The tray was set on a little table; and they had a small tea-pot,

a small sugar-basin, and cups and saucers—such little ones!

7. The table stood beside the water-butt, at the foot of the steps which lead into the garden. It was a fine day—the sky was one clear blue, and not a cloud was to be seen.

8. So they sat down, and were as happy in a quiet way as two little children could be. They drank each three or four small cups of tea, with plenty of milk in it; and then they jumped up and began to play.

9. They chased each other round the garden, peeped into the cups of the flowers, ran after butterflies, and laughed and romped about till the sun set.

10. Then her aunt called to Ann to come in; and Tom bade her good-bye, and ran home to bed in the sweet summer evening.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Kin,	**kind**	**Cow,**	**kine**
Clean,	**cleanse**	**Sow,**	**swine**
Ever,	**never**	**Sit,**	**seat**

GOING OUT A WALK.

Chil'-dren	**Brooks**	**Kit'-ten**	**Mer'-ry**
Bright	**Flow'-ers**	**Frisk'-ing**	**Laugh**
A-long'	**Mea'-dows**	**Shin'-ing**	**Quick'-ly**

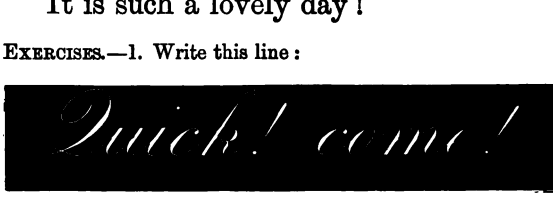
Lamb'-kins, young lambs. | **Frisk'-ing,** jumping and sporting about.

1. Come, my children, come away,
For the sun shines bright to-day;
Quick! and come along with me,
Birds and brooks and flowers see;
Get your hats and come away,
It is such a lovely day!

2. See the lambkins sport and play
On the meadows fresh and gay;
See the kitten full of fun
Frisking in the shining sun;
Children too may run and play,
It is such a lovely day!

3. Bring the hoop and bring the ball,
Come with happy faces all,
Let us make a merry ring,
Talk, and laugh, and dance, and sing.
Quickly, quickly come away,
It is such a lovely day!

EXERCISES.—1. Write this line:



2. Pronounce and write:

Child,	**children**	**Cat,**	**kitten**
Lamb,	**lambkin**	**Mead,**	**meadow**

3. Write down the names of all the persons and things named in this poem.

4. Copy in writing the last two lines of the last verse.

THE FIVE SENSES.

O'-pen	Them-selves'	Blos'-soms	Smooth
Morn'-ing	Hear'-ing	Break'-fast	Cor'-nered
Touch	Coun'-try	Some'-times	Per'-son
Branch'-es	Sweet-bri'-er	Wheth'-er	Deaf

Ut'-ter, give out from their throats and mouths.

1. We open our eyes in the morning, and see the gay light of the sun. The light of the sun *shows* things to us; and our eyes *see* them.

2. When we open our eyes and look, we make use of the **sense of sight.**

3. When the first rays of the sun shine upon the little birds as they sleep among the branches of the trees, they stir and shake themselves. Then they open their little bills, and pour out a sweet song of joy and thanks for the new light.

4. They *utter* notes of song; and we *hear.* And, when we hear, we make use of our **sense of hearing.**

5. If we go out and walk in the country lanes and roads, the smell of the wild roses, the violets, the sweet-brier, the blossoms, and the corn comes to us, and makes us happy. And then we make use of our **sense of smell.**

6. We come back and sit down to breakfast. We eat bread and butter and drink milk—and sometimes tea. Then we make use of our **sense of taste.**

7. If we want to know whether a thing is hard or soft, rough or smooth, round or cornered, we put the tips of our fingers to it; and then we can tell. This is to make use of our **sense of touch.**

8. These are the five senses: **Sight, hearing, smell, taste,** and **touch**—the five gate-ways by which facts go into our heads.

9. The organ of sight is the eye; the organ of hearing is the ear; the organ of smell is the nose. The organ of taste is the tongue; the organ of touch is the skin.

10. When a person cannot see, he is said to be *blind;* when he cannot hear, he is *deaf.* If he can neither hear nor speak, he is called *deaf and dumb.*

EXERCISES.—1. Write this line:

2. Pronounce and write:

Speak,	**speech**	**Out,**	**utter**
Break,	**breach**	**Spout,**	**sputter**
See,	**sight**	**Flee,**	**flight**

3. Write down the names of two things we learn by each one of the five senses.

4. Copy the first sentence in 8.

THE KITTEN.

Kit'-ten	No'-where	Wood'-pile	Sta'-ble
Hunt'-ed	Clo'-ver	Gar'-ret	Ro'-ver
Cra'-dle	Flow'-er-beds	Rack'-et	Kind'-er
Ta'-ble	Wood'-en	Peeped	Could

Gar'-ret, a room at the very top of a house.

1. O where is my kitten, my little gray kitten?
I 've hunted the house all round;
I 've looked in the cradle, and under the table,
But nowhere can Kitty be found.

2. I 've hunted the clover and flower-beds all over;
I peeped in the old wooden spout;
I went to the wood-pile, and stayed there a good while,
But never my Kitty came out.

3. I 've been in the garret, and made a great racket;
I peeped into little Dick's bed;
I 've looked in the stable as much as I 'm able;
I 've looked through the wood-house and shed.

4. I called little Rover, to hunt the field over,
And find out my Kitty for me;
No dog can be kinder, but *he* couldn't find her—
O where can my poor Kitty be?

EXERCISES.—1. Write this line:

2. Pronounce and write:

Cat, kitten	**Hunt, hound**
Here, there	**Ever, never**

3. Write down the names of the places where the kitten was looked for.

4. Copy the first two lines in the poem.

THE ORPHAN BIRDS.

Chaf'-finch	Go'-ing	Watched	Gath'-ered
Be-side'	Feath'-ers	Climbed	Worms
Hap'-py	Love'-ly	Lad'-der	Car'-ried
Piec'-es	Food	Gent'-le	A-way'
Hop'-ping	Cru'-el	Hap'-pened	Young

1. A chaffinch built her nest in the branch of a tree which grew beside Willy Green's house. She laid four eggs, and was as happy as the day is long.

2. By-and-by, four little chaffinches poked their little bills out of the eggs, and the eggs broke into pieces—and out came the little birds. They moved and turned about in the nest, and opened their big mouths and chirped and gaped!

3. The mother was very glad to see them; and was never tired of chirping and hopping round them to show how glad she was.

4. Then she flew away to get food for them, brought it back, and put it into each of their wide bills, turn and turn about.

5. So day passed after day; and the birds were just going to get their wing feathers. One morning—it was a lovely morning, and the sun shone warm and bright—the mother flew out of the nest to look for food for her young ones.

6. But she never came back again. Some boy had killed her with a stone, or some cruel man had shot her dead with his gun.

7. Willy had long known the nest, and had watched the eggs, and then the little birds. He climbed up the ladder once every day; and he was so quiet and gentle, that the mother-bird did not fear him the least bit.

8. When the mother did not come back again, Willy knew what had happened, and made up his mind to feed the young birds himself. So he became like a mother to them.

9. He gathered worms and other food, and carried them up to the nest and fed the little birds. And he went on doing this, until the little birds grew quite strong and were able to fly.

10. One day they all flew away. But they were always glad to come back to the tree and the garden and the boy that had been so kind to them when young.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Three,	**third**	**Wide,**	**width**
Four,	**fourth**	**Broad,**	**breadth**
Food,	**feed**	**Young,**	**youth**

3. Write the names of all the little birds you know.

4. Copy the first sentence in 4.

THE SNOW.

Moth'-er	**Crumbs**	**Win'-ter**	**Wind'-ow**
Fly'-ing	**Snow'-ing**	**Year**	**Di-vide'**
Thick'-ly	**Noth'-ing**	**Rob'-ins**	**Store**
Ev'-ery-where	**Grow'-ing**	**Need'-ing**	**Hung'-ry**

CHILD—

Mother, see, the crumbs are flying
Fast and thickly through the air;
On the branches they are lying,
On the walks and everywhere;
O how glad the birds will be,
When so many crumbs they see!

MOTHER—

No, my little boy, 'tis *snowing;*
Nothing for the birds is here:
Very cold the air is growing,
'Tis the winter of the year;
Frost will nip the Robin's food,
'Twill no more be sweet and good.

CHILD—

If the Robins food are needing,
O I hope to me they 'll come;
I should like to see them feeding
On the window of my room;
I 'll divide with them my store,
They 'll not be hungry any more.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Freeze, frost	**Nip, snip**
Breed, brood	**Nose, sneeze**

3. Write down the names of all the things you know that mark the difference between *summer* and *winter.*

4. Copy the last two lines in the poem.

NICE, BUT DANGEROUS!

Hon'-ey	Swarmed	Sil'-ly
Groc'-er	Stick'-y	Lit-tle

1. Once a pot of honey was upset in a grocer's shop. It was a warm summer day; and there were many flies about.

2. The flies swarmed round the honey, and ate their fill. But at last their feet became so sticky, that they could not fly away.

3. They tried to lift their legs; but they stuck fast. They spread their wings, but their wings could not lift them into the air.

4. So they stuck fast there in the honey until they died. And they felt how very silly they had been to give their lives for a little bit of sweet stuff.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Die, death	**Breathe, breath**
Give, gift	**Warm, warmth**

3. Write down the names of ten things you have seen in a grocer's shop.

4. Copy the last sentence in the lesson.

NOW THE SUN IS SINKING.

Sink'-ing	Sweet'-ness	Vi'-o-let	Ros'-y
Gold'-en	Eve'-ning	Heads	Morn'-ing
Chil'-dren	Cow'-slip	Dar'-lings	Wakes
Stream'-let	Dai'-sy	Dreams	Beams

1. Now the sun is sinking
In the golden west;
Birds, and bees, and children,
All have gone to rest;
And the merry streamlet,
As it runs along,
With a voice of sweetness
Sings its evening song.

2. Cowslip, daisy, violet,
In their little beds,
All among the grasses,
Hide their heavy heads;
There they are, sweet darlings!
Sunk in happy dreams,
Till the rosy morning
Wakes them with its beams.

HAY-MAKING.

Mak'-ing	Pitch'-forks	Din'-ner
Fields	Smoth'-er	Rak'-ing

1. When summer has come, and the sun is high in the sky and very hot, and the days are long, and the sun sets late, then is the time for making hay.

2. We go down to the fields, with rakes and pitchforks, and we toss the grass about, and throw it here and there, and turn it

over, and shake it slowly out. Then the wind blows through it, and the hot sun dries it, and makes it into hay.

3. Or we have a romp among the hay, and throw each other down, and roll upon each other, and bring hay to smother Johnnie, and pile it high up over him.

4. When dinner-time comes, the hay-makers sit under the trees, and eat their bread and cheese. Then, after dinner, they set to work tossing and raking once more.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Hot,	**heat**	**High,**	**height**
Wind,	**winter**	**Dine,**	**dinner**

3. Write down the names of all the things you see in the fields in hay-making time.

4. Copy the last sentence in the lesson.

FROLIC AMONG THE HAY.

Sum'-mer	Rakes	Laugh	Broth'-er
Mak'-ing	Pitch'-fork	Streams	Cheese
Through	Thirst	Smoth'-er	Live'-long
Love'-ly	Slake	Be-neath'	Laugh

1. In summer, when the sun is high,
And days are long, and blue the sky—
Then is the time for making hay,
Through the long, lovely summer day.

2. Our rakes and pitchforks first we take,
And water cool, our thirst to slake;
The hay we turn and toss about,
'Mid many a merry laugh and shout.

3. A warm, soft wind blows from the sky,
Streams through the hay, and makes it dry;
While the sun's rays will almost burn,
And the new hay to brown will turn.

4. How jolly 'mid the new-mown hay
To jump and romp, to sport and play,
To throw each other down, and smother
Beneath the hay, our little brother.

5. Dinner-time comes; then, 'neath the trees,
We sit and eat our bread and cheese;
And, when we 've done, we go to work
Once more with hands and rake and fork.

6. So through the livelong summer day
We gladly work at making hay—
We work and laugh till set of sun,
And then our long day's work is done.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Sun, summer	**Laugh, laughter**
High, height	**One, once**

3. Write down the names of the persons and things in the poem.

4. Copy in writing the first two lines of the fifth verse.

WHEAT.

Love'-ly	Har'-row	Yel'-low	Thrash'-ing
Breeze	Sprout'-ed	Reap'-ing	Sol'-id
Gent'-ly	Wa'-tered	Ma-chine'	Wind'-mill
Ploughed	High'-er	Sheaves	Mer'-ry
O'-pened	Formed	Dried	Dai'-ly

Shocks, sets of sheaves placed together.

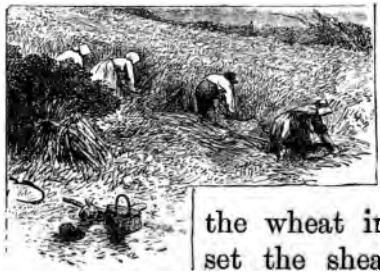
1. How lovely is a field of ripe wheat, as it bends and waves under the light breeze! The heavy ears look pretty as they hang down, and the stalks wave gently to and fro.

2. First of all, the land was ploughed and opened up; the clods were then broken and spread over the ground by the harrow; and then

the seed was sown. This seed very soon sprouted up—a small green leaf.

3. The soft rain watered it and the warm sun made it grow higher and higher; until at last an ear was formed.

4. Then the seed began to fill the ears; and in the end of July the wheat was ripe. Then it looked like a field of yellow gold.



5. In a few days the reaping-machine will cut it down; and men and women will bind the wheat into sheaves, and set the sheaves standing in lines of shocks all over the field.

6. When the sun has dried the grain, it will be carted to the farm-yard, and built into stacks.

7. Then it will be put into the thrashing-mill; and the grain will be beaten out of the straw, and the chaff blown away from the solid grains of wheat.

8. The wheat will next be sent to the mill, where it will be ground into flour. Last of all, the flour will be sent to the baker, who

will make loaves and buns and all kinds of bread out of it.

9. When the wind blows,
Then the windmill goes;
When the water flows,
Then the water-mill goes;
When the steam snorts and blows,
Then the steam-mill goes,
And the miller's heart is merry!

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10. Bread is the staff of life, so all men say;
'Give us our daily bread,' each morn we pray.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Sow,	**seed**	**Glow,**	**gleam**
Flow,	**flood**	**Sew,**	**seam**

3. Write down the names of all the things you know that go to the making of bread.

4. Copy the first sentence in 8.

THE BOAT ON THE LAKE.

Shin'-ing	Gent'-ly	Gleam'-ing	Hith'-er
Breeze	Glides	Sun'-light	Blithe
Pad'-dle	Slight	Bos'-om	Bright'-ness
Slow'-ly	Good-bye'	Shin'-ing	Glanc'-ing

Bon'-ny, pretty and nice.
Gleam'-ing, covered with light.
Blithe, light-hearted and gay.
Glid'-ing, going along smoothly.

1. Let us go down to the lake and push off in our boat! The sun is shining; and the lake has a light breeze on it. We can take two oars, and paddle slowly about.

2. How gently the boat glides along, with a slight rock from side to side —so slight we can hardly feel it!

3. Let us put up a little sail! Now we are off! How fast she goes! The shore seems to fly away from us. Good-bye, shore!

4. Glide along, our bonny boat!
The lake is gleaming,
With sunlight beaming,
Lightly o'er its bosom float!
Lightly o'er its bosom float!

5. Now we speed our shining way;
Now rocking hither,
Now rocking thither;
O'er the waters blithe and gay!
O'er the waters blithe and gay!

6. Fast we sail before the wind,
Now lightly riding,
So swiftly gliding,
How we leave the shore behind!
How we leave the shore behind!

7. Onward then our little boat!
The waves are dancing,
In brightness glancing,
While we o'er the waters float,
While we o'er the waters float.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Sail, sailor	**Float, fleet**
Ride, road	**On, onward**
Slow, slowly	**Gentle, gently**

3. Write down the names of six things that belong to a boat.
4. Copy the sixth verse.

JACK FROST.

Clev'-er	Cov'-ers	Leaves	Streams
Fel'-low	Di'-a-monds	Pic'-tures	Fun'-ny
Ex-cept'	Spark'-le	Wind'-ow	Sneeze

1. Jack Frost is a very clever fellow. He touches nothing that he does not make lovely, except perhaps our cheeks and noses —which he now and then makes blue.

2. He comes with the winter; and he covers the water in the ponds with a sheet of ice, and little boys and girls can slide upon it.

3. When he walks across a green field, he hangs pretty little diamonds upon every blade of grass; and, when the sun is up, they go sparkle-sparkle all over the field.

4. He hangs diamonds on the leaves of the trees also; and they look all white and lovely in the morning sun.

5. Then what pretty pictures he draws upon the window-panes during the night — leaves of trees, and blades of grass and ferns, and all kinds of pretty things!

6. He covers the clear little pools in the little streams with sheets of ice; and the dark water falls into them at one end and runs out at the other. All Jack Frost

does is nice and pretty, and he is full of odd ways.

7. Jack Frost is a funny fellow,
He makes the river freeze;
He comes with the sharp cold winter,
And makes the old folks sneeze.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Freeze, frost	**Wet, water**
No, nothing	**Sun, summer**

3. Write down four of the things that Jack Frost does.
4. Copy verse 7.

THE SEA-SIDE.

Build	**Chil'-dren**	**Pic'-ture**	**Sail'-ing**
Cas'-tles	**Neck'-lace**	**Sum'-mer**	**Catch'-ing**
Bathe	**Pret'-ti-er**	**Clouds**	**Pitch'-er**
Splash	**Buy**	**Height**	**Stock'-ings**
Shrimps	**Chim'-ney-piece**	**Look'-ing**	**Soles**

1. There are many things to do at the sea-side. We can sail boats, and wade; or look for shells; or dig in the sand, and build houses and castles.

2. We can bathe and splash each other with the salt water, or seek for crabs and shrimps in the small clear pools among the rocks. Then how nice it is to gather pretty sea-shells, and to bring them home and show them to mother!

3. Some children gather the very smallest shells, and make a necklace of them, which looks much

prettier than the kind you can buy in the shops.

4. But now and then the shells found on the sea-shore are so big, that they are put on the chimney-piece, and they look very pretty there.

5. Let us look at the picture. Far away in the sky, which has white summer-clouds in it, sea-gulls fly about, and sail through the air on their long wings.

6. They are looking for fish. Every now and then one will throw itself down from a great height in the air into the sea, and catch a fish in its strong beak.

7. Look at the big boat! How its mast and sails lean over, bent by the force of the wind! Close inshore, three little children are happy with their little boat.

8. Near them is a man looking through a glass. He is looking at the boat that is sailing along.

9. In a small pool at the foot of the picture, two children are busy catching little crabs. They have a pitcher to put the crabs into when they catch them.

10. It is very nice to take off one's shoes and stockings and wade in the clear water.

and to feel the soles of one's feet on the firm sand.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Bath,	**bathe**	**High,**	**height**
Way,	**away**	**Nigh,**	**neighbour**
Pretty,	**prettier**	**Fly,**	**flight**

3. Write down all the names you know of the things found at the sea-side.

4. Copy the first four lines of this lesson.

THE HAWK AND THE CHICKENS.

Morn'-ing	**A-gree'**	**Scratch**	**Hawk**
Eight	**Pret'-ty**	**Whole**	**Caught**
Chick'-ens	**Feath'-ers**	**Spread**	**Pounced**
Spot'-ted	**Plen'-ty**	**Tease**	**Ter'-ri-ble**

1. One morning in April—no more need I tell—
Our Hen had eight chickens come out of the shell;
Some were white, some were spotted; but all will agree
That the eight were as pretty as chickens could be.

2. They had all of them feathers to keep them quite warm;
And they lived in a barn—safe and snug from the storm;

They had plenty to eat and to drink; so you see
That the eight were as well off as chickens could be.

3. Our Hen, their good mother, would scratch in the hay,
And her children kept near her the whole of the day;
Her wings were spread o'er them at night; so you see
That the eight were as happy as chickens could be.

4. But two little chickens, one bright sunny day,
Said low to each other: 'No longer we 'll stay;
We 'll steal out of the barn, and run all around,
And find plenty to eat when we scratch on the ground.'

5. The barn-door was open; no longer they 'd stay;
Their mother called to them; they would not obey.
'What care we for Mother? She 's only a tease;
The rest may stop with her; we 'll do as we please.'

6. But a hawk soon caught sight of them; straight down she flew.
The chickens ran here and there: what could they do?
She pounced down upon them, and bore them away:
They were never more seen from that terrible day.

EXERCISES.—1. Write this line:

2. Pronounce and write:

Tell,	**tale**	**Please,**	**pleasure**
Chick,	**chicken**	**Run,**	**race**
Sun,	**sunny**	**Way,**	**away**

3. Write down the names of the persons and things in the poem.

4. Copy the last two lines of the last verse.

A FEW RHYMES.

In the lovely month of April,
When green leaves begin to spring,
Little lambs do skip like fairies,
Birds begin to build and sing.

'Little boy, little boy, where are you going?
I will go with you, if I may.'
'I am going to the meadows, to see them mowing,
And help Dick and Tom to make the hay.'

Mary had a little bird,
Feathers bright and yellow,
Slender legs—he was indeed
A very pretty fellow.

The sweetest notes he always sang,
Which much delighted Mary;
And near the cage she 'd often sit
To hear her own canary.

Come, little birdies,
Come and be fed!
Here is a lapful
Of nice crumbs of bread!

Fly away, birdies,
And perch on the tree,
And sing a sweet song
To Johnnie and me.

COMMON WORDS.

1	2	3	4	5
father	husband	child	man	body
mother	wife	children	woman	head
son	uncle	family	master	neck
daughter	aunt	baby	mistress	arms
brother	nephew	boy	gentleman	legs
sister	niece	girl	lady	feet
6	**7**	**8**	**9**	**10**
face	cheeks	nostrils	skull	arm
brow	ears	lips	forehead	elbow
eyes	beard	tooth	brains	wrist
nose	throat	teeth	stomach	hand
mouth	breast	tongue	pain	thumb
chin	chest	jaw	ache	finger
11	**12**	**13**	**14**	**15**
leg	foot	sit	speak	read
thigh	instep	stand	laugh	write
knee	sole	walk	cry	count
calf	toe	run	whisper	think
ankle	joint	jump	whistle	learn
heel	nail	hop	call	know
16	**17**	**18**	**19**	**20**
sew	home	horse	neigh	horse
stitch	house	ass	bray	foal
knit	room	cow	low	cow
darn	kitchen	dog	bark	calf
seam	bed-room	cat	mew	dog
hem	parlour	kitten	voice	whelp

COMMON WORDS.

1	2	3	4	5
goat	sparrow	chirp	herring	cap
kid	swallow	twitter	salmon	hat
sheep	lark	sing	whale	bonnet
lamb	wren	cheep	trout	jacket
hen	peacock	cry	cod	coat
chicken	pigeon	coo	fish	vest
6	7	8	9	10
trousers	shirt	pinafore	hook	thread
boot	collar	cloak	eye	tape
shoe	stockings	gown	button	braid
slippers	socks	dress	pin	worsted
sleeve	shawl	clothes	needle	reel
glove	apron	clothing	fasten	scissors
11	12	13	14	15
plant	bough	blossom	tree	plane
stem	leaf	berry	oak	willow
twig	leaves	nut	beech	birch
branch	buds	seed	fir	pine
root	bark	pod	elm	hawthorn
soil	flower	fruit	ash	ivy
16	17	18	19	20
corn	pea	apple	grapes	olives
grain	bean	pear	raisins	currants
wheat	rice	lemon	cherries	pine-apple
barley	maize	orange	plums	gooseberry
oats	meal	fig	damsons	strawberry
rye	flour	cherry	peaches	raspberry

COMMON WORDS.

1	2	3	4	5
animal	sheep	deer	dinner	food
flesh	mutton	venison	table	meat
ox	lamb	fish	plate	flour
beef	swine	poultry	spoon	bread
calf	pork	fowl	knife	loaf
veal	bacon	turkey	fork	biscuit
6	7	8	9	10
preserves	milk	dairy	cook	eat
jam	cream	churn	roast	drink
jelly	curds	pail	boil	sup
marmalade	whey	dish	stew	soup
honey	cheese	pitcher	bake	pie
treacle	butter	milkmaid	fry	pudding
11	12	13	14	15
water	salt	onions	seeing	weight
milk	pepper	carrots	hearing	measure
tea	mustard	potatoes	tasting	thimble
coffee	vinegar	turnips	smelling	needle
cocoa	mixed	parsnips	feeling	thread
chocolate	pickles	cabbage	touch	scissors
16	17	18	19	20
tree	teacher	time	year	seasons
wood	books	week	month	spring
timber	school	day	morning	summer
saw	class	hour	evening	autumn
sawyer	learn	minute	noon	harvest
sawdust	know	second	night	winter

COMMON WORDS.

1	2	3	4
fortnight	Wednesday	January	July
Sunday	Thursday	February	August
Lord's day	Friday	March	September
Sabbath	Saturday	April	October
Monday	holiday	May	November
Tuesday	holidays	June	December
5	6	7	8
midsummer	money	groat	length
midwinter	cash	sixpence	breadth
Lent	farthing	shilling	inch
Easter	halfpenny	florin	foot
Christmas	pennies	half-crown	yard
New-year's day	pence	pound	mile
9	10	11	12
weight	liquid	toys	school
ounce	gill	hoops	scholar
pound	pint	kite	pupil
quarter	quart	marbles	tutor
hundredweight	gallon	swing	mistress
ton	barrel	whip	master
13	14	15	16
paper	desk	house	bed
pen	blackboard	room	mattress
ink	chalk	chair	sheets
pencil	map	table	blankets
slate	pictures	stool	coverlet
blotting-paper	ink-bottles	sofa	counterpane

COMMON WORDS.

1	2	3	4	5
grate	hearth	box	door	wall
fender	carpet	basket	hall	window
fire-irons	shelf	pantry	lobby	glass
shovel	shelves	press	floor	frame
poker	drawer	cupboard	stair	blind
tongs	bookcase	store-room	landing	shutter
6	**7**	**8**	**9**	**10**
land	spring	lake	sand	fell
water	stream	sea	clay	cut
hill	brook	ocean	lime	hew
mountain	rivulet	island	mortar	quarry
plain	river	islet	stone	trim
view	pool	rock	brick	build
11	**12**	**13**	**14**	**15**
rain	gale	ice	fog	coverings
sunshine	ship	snow	mist	clothing
calm	wreck	frost	air	fur
storm	death	thaw	sky	hair
wind	waves	hail	skies	wool
breeze	rocks	thunder	cloud	hide
16	**17**	**18**	**19**	**20**
leather	body	house	street	king
feathers	flesh	hamlet	road	queen
skin	blood	village	lane	prince
horn	veins	town	path	princess
hoof	bone	city	turnpike	duke
nail	marrow	capital	way	duchess

COMMON WORDS.

1	2	3	4	5
birth	wash	metals	tin	mason
death	bath	gold	copper	wright
life	bathe	silver	brass	joiner
sleep	basin	iron	bronze	painter
wake	soap	steel	heavy	weaver
dream	towel	lead	weight	dyer
6	**7**	**8**	**9**	**10**
printer	butcher	tools	nail	wire
miller	blacksmith	saw	screw	handle
gardener	grocer	plane	square	brush
farmer	draper	chisel	foot-rule	pot
baker	tailor	hammer	mallet	polish
brewer	shoemaker	axe	vice	varnish
11	**12**	**13**	**14**	**15**
stick	field	flour	malt	knife
spade	road	dough	hops	file
rake	wheel	trough	vat	anvil
hoe	cart	fire	copper	vice
plough	roller	oven	cask	scales
harrow	scythe	bread	barrel	last

ADDITION TABLE.

'One and one are two, One and two are three,' and so on.

1	1	1	1	1	1	1	1	1	1	1	1
1	2	3	4	5	6	7	8	9	10	11	12
2	3	4	5	6	7	8	9	10	11	12	13

2	2	2	2	2	2	2	2	2	2	2	2
1	2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13	14

3	3	3	3	3	3	3	3	3	3	3	3
1	2	3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13	14	15

4	4	4	4	4	4	4	4	4	4	4	4
1	2	3	4	5	6	7	8	9	10	11	12
5	6	7	8	9	10	11	12	13	14	15	16

5	5	5	5	5	5	5	5	5	5	5	5
1	2	3	4	5	6	7	8	9	10	11	12
6	7	8	9	10	11	12	13	14	15	16	17

6	6	6	6	6	6	6	6	6	6	6	6
1	2	3	4	5	6	7	8	9	10	11	12
7	8	9	10	11	12	13	14	15	16	17	18

7	7	7	7	7	7	7	7	7	7	7	7
1	2	3	4	5	6	7	8	9	10	11	12
8	9	10	11	12	13	14	15	16	17	18	19

8	8	8	8	8	8	8	8	8	8	8	8
1	2	3	4	5	6	7	8	9	10	11	12
9	10	11	12	13	14	15	16	17	18	19	20

9	9	9	9	9	9	9	9	9	9	9	9
1	2	3	4	5	6	7	8	9	10	11	12
10	11	12	13	14	15	16	17	18	19	20	21

'One from one leaves nought, One from two leaves one,' and so on.

1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	1
0	1	2	3	4	5	6	7	8	9	10	11

2	3	4	5	6	7	8	9	10	11	12	13
2	2	2	2	2	2	2	2	2	2	2	2
0	1	2	3	4	5	6	7	8	9	10	11

3	4	5	6	7	8	9	10	11	12	13	14
3	3	3	3	3	3	3	3	3	3	3	3
0	1	2	3	4	5	6	7	8	9	10	11

4	5	6	7	8	9	10	11	12	13	14	15
4	4	4	4	4	4	4	4	4	4	4	4
0	1	2	3	4	5	6	7	8	9	10	11

5	6	7	8	9	10	11	12	13	14	15	16
5	5	5	5	5	5	5	5	5	5	5	5
0	1	2	3	4	5	6	7	8	9	10	11

6	7	8	9	10	11	12	13	14	15	16	17
6	6	6	6	6	6	6	6	6	6	6	6
0	1	2	3	4	5	6	7	8	9	10	11

7	8	9	10	11	12	13	14	15	16	17	18
7	7	7	7	7	7	7	7	7	7	7	7
0	1	2	3	4	5	6	7	8	9	10	11

8	9	10	11	12	13	14	15	16	17	18	19
8	8	8	8	8	8	8	8	8	8	8	8
0	1	2	3	4	5	6	7	8	9	10	11

9	10	11	12	13	14	15	16	17	18	19	20
9	9	9	9	9	9	9	9	9	9	9	9
0	1	2	3	4	5	6	7	8	9	10	11

10	11	12	13	14	15	16	17	18	19	20	21
10	10	10	10	10	10	10	10	10	10	10	10
0	1	2	3	4	5	6	7	8	9	10	11

MULTIPLICATION TABLE.

2				3				4				5			
2	times	1	are 2	3	times	1	are 3	4	times	1	are 4	5	times	1	are
	"	2	" 4		"	2	" 6		"	2	" 8		"	2	"
	"	3	" 6		"	3	" 9		"	3	" 12		"	3	"
	"	4	" 8		"	4	" 12		"	4	" 16		"	4	"
	"	5	" 10		"	5	" 15		"	5	" 20		"	5	"
	"	6	" 12		"	6	" 18		"	6	" 24		"	6	"
	"	7	" 14		"	7	" 21		"	7	" 28		"	7	"
	"	8	" 16		"	8	" 24		"	8	" 32		"	8	"
	"	9	" 18		"	9	" 27		"	9	" 36		"	9	"
	"	10	" 20		"	10	" 30		"	10	" 40		"	10	"
	"	11	" 22		"	11	" 33		"	11	" 44		"	11	"
	"	12	" 24		"	12	" 36		"	12	" 48		"	12	"

6				7				8				9			
6	times	1	are 6	7	times	1	are 7	8	times	1	are 8	9	times	1	are
	"	2	" 12		"	2	" 14		"	2	" 16		"	2	"
	"	3	" 18		"	3	" 21		"	3	" 24		"	3	"
	"	4	" 24		"	4	" 28		"	4	" 32		"	4	"
	"	5	" 30		"	5	" 35		"	5	" 40		"	5	"
	"	6	" 36		"	6	" 42		"	6	" 48		"	6	"
	"	7	" 42		"	7	" 49		"	7	" 56		"	7	"
	"	8	" 48		"	8	" 56		"	8	" 64		"	8	"
	"	9	" 54		"	9	" 63		"	9	" 72		"	9	"
	"	10	" 60		"	10	" 70		"	10	" 80		"	10	"
	"	11	" 66		"	11	" 77		"	11	" 88		"	11	"
	"	12	" 72		"	12	" 84		"	12	" 96		"	12	" 1

10				11				12			
10	times	1	are 10	11	times	1	are 11	12	times	1	are
	"	2	" 20		"	2	" 22		"	2	"
	"	3	" 30		"	3	" 33		"	3	"
	"	4	" 40		"	4	" 44		"	4	"
	"	5	" 50		"	5	" 55		"	5	"
	"	6	" 60		"	6	" 66		"	6	"
	"	7	" 70		"	7	" 77		"	7	"
	"	8	" 80		"	8	" 88		"	8	"
	"	9	" 90		"	9	" 99		"	9	" 1
	"	10	" 100		"	10	" 110		"	10	" 1
	"	11	" 110		"	11	" 121		"	11	" 1
	"	12	" 120		"	12	" 132		"	12	" 1

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